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ABSTRACT

Eight Quill and Scroll Studies are presented in this publication. These are entitled: "The Coach as a News Source for High School Newspapers"; "Take a Long Look at Yearbook Contracts"; "Measure the Content of Your High School Newspaper, 1969"; "Early High School Magazines, Newspapers, and Yearbooks, 1970"; "Courses Which Should Be Required for Certification of Senior High School English Teachers, 1969"; "Official Topics on Conference Programs of English Teachers in the Rocky Mountains, Pacific Coast, Alaska, and Hawaii, 1969." A list of Quill and Scroll Studies published from 1966 through 1970 is given. (DB)

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STUDENT PRESS COPES WITH HIGH SCHOOL UNREST, 1970

AND

SEVEN OTHER STUDIES

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A Quill and Scroll Report
1970

By Laurence R. Campbell, Director

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Foreword

Space is not available in Quill and Scroll to present in full the periodic inquiries of Quill and Scroll Studies. Hence, a very limited number of copies is duplicated for those who have a special interest in the high school press.

Funds for research are limited, hence, most of the studies are designed to help the staff and adviser to understand their roles and responsibilities, often with practical suggestions for improvement. At the same time studies may concern related problems.

The director of Quill and Scroll Studies herein acknowledges the cooperation of many advisers, principals, schools of journalism, school press associations, and other friends of student journalists.

If you reprint the findings, please attribute them appropriately. As a full-time college teacher, the director gives a modest amount of his time to Quill and Scroll Studies. Hence, the depth and scope of studies is limited.

It has been a pleasure to meet you at school press conferences at which I have spoken. I continue these contacts. Each summer I teach at the high school press institute at Syracuse University to keep in touch with student journalists.

Your suggestions are welcomed.

Laurence R. Campbell, December, 1970

Quill and Scroll Publications

You may order these publications from Quill and Scroll, University of Iowa, Iowa City, Iowa, 52240:

DOS and DONTS FOR AN ALERT STAFF	$.15
THE NEWSPAPER ADVISER'S HANDBOOK	$.75
QUILL AND SCROLL STYLEBOOK	$.25
TEACHERS ARE NEWSMAKERS	$.75
A PRINCIPAL'S GUIDE TO HIGH SCHOOL JOURNALISM . .	$.75
MEASURING THE READABILITY OF HIGH SCHOOL NEWSPAPERS	$.50

STUDENT PRESS COPES WITH HIGH SCHOOL UNREST
A Quill and Scroll Study, 1970
By Laurence R. Campbell, Director

Increasing student unrest is a challenge to American high school newspapers, yet their efforts to give leadership have elicited both criticism and censorship.

This conclusion is based on an inquiry made in the spring of 1970 by Quill and Scroll Studies in which 94 student newspapers co-operated.

First, consider the evidence of unrest. Of the 94 newspaper staffs, 34 per cent reported that there was more student unrest in 1969-70 than in 1968-69, but 27 per cent said there was less.

Furthermore, 84 per cent reported more student unrest in 1969-70 than in 1965-66 whereas only 9 per cent reported less unrest.

Second, consider the sources of unrest. Newspaper advisers commented on the extent to which specific factors in school life had a moderate or disruptive effect. Some reported no notable effect or that the factor did not apply.

What about mini-skirts? Only 9 per cent said they had a disruptive effect although 25 per cent conceded a moderate effect. Actually both hippie attire and hairstyles elicited more concern. Note these items:

Hippie attire: 15 per cent, disruptive; 38 per cent, moderate.
Hairstyles: 21 per cent, disruptive; 40 per cent, moderate.
Wearing armbands: 9 per cent, disruptive; 22 per cent, moderate.
Wearing buttons, emblems: 5 per cent, disruptive; 20 per cent, moderate.

The display of weapons has little effect on unrest, according to this study. Evidence follows: knives, 4 per cent, disruptive; 5 per cent, moderate; pistols, 3 per cent, disruptive; 2 per cent, moderate; other weapons, 1 per cent, disruptive; 5 per cent, moderate.

Evidence of rowdyism and violence is disquieting, according to the Quill and Scroll inquiry. More than one-half of the schools have some occasion for concern if these data are meaningful:

At athletic events, 21 per cent, disruptive; 34 per cent, moderate.
At social events, 5 per cent, disruptive; 33 per cent, moderate.
At assemblies, 13 per cent, disruptive; 39 per cent, moderate.
In classrooms, 7 per cent, disruptive; 28 per cent, moderate.

Elsewhere in or near school, 19 per cent; disruptive, 45 per cent, moderate.

Vandalism apparently is becoming a greater problem as the disruptive and moderate effects are reflected in these data:

In classrooms, 10 per cent, disruptive; 43 per cent, moderate.
In offices, 12 per cent, disruptive; 33 per cent, moderate.
In libraries, 8 per cent, disruptive; 23 per cent, moderate.
In gymnasium, 8 per cent, disruptive; 30 per cent, moderate.
In school in general, 22 per cent, disruptive; 44 per cent, moderate.

Dissension is a source of unrest. For example, note four instances in which it develops:

Student council, 17 per cent, disruptive; 51 per cent, moderate.
Newspaper staff, 15 per cent, disruptive; 32 per cent, moderate.
Athletic teams, 3 per cent, disruptive; 16 per cent, moderate.
Teacher, 15 per cent, disruptive; 30 per cent, moderate.

The use of drugs, tobacco, and alcohol in or near the school is a growing problem. Here are the facts on students:

Use of drugs, 38 per cent, disruptive; 50 per cent, moderate.
Use of tobacco, 17 per cent, disruptive; 53 per cent, moderate.
Use of intoxicants, 12 per cent, disruptive; 35 per cent, moderate.

To a limited extent faculty examples are not always commendable, as these data indicate:

Use of drugs, 2 per cent, disruptive; 3 per cent, moderate.
Use of tobacco, 1 per cent, disruptive; 22 per cent, moderate.
Use of intoxicants, 1 per cent, disruptive; 9 per cent, moderate.

Student protests and demonstrations also are a source of effects on the school equilibrium, the most notable of which is a strike by teachers. Examine the facts:

Teachers' strikes, 11 per cent, disruptive; 13 per cent, moderate.
The draft, 5 per cent, disruptive; 20 per cent, moderate.
Vietnam, 7 per cent, disruptive; 42 per cent, moderate.
Race, 9 per cent, disruptive; 27 per cent, moderate.
Pollution, 5 per cent, disruptive; 34 per cent, moderate.
Rockfestivals, 1 per cent, disruptive; 11 per cent, moderate.
SDS, 2 per cent, disruptive; 13 per cent, moderate.
Other causes, 7 per cent, disruptive; 6 per cent, moderate.

Attacks in school or near the school may cause unrest as these data indicate:

On teachers by students, 4 per cent, disruptive; 11 per cent, moderate.

On students by students, 15 per cent, disruptive; 33 per cent, moderate.
Blacks and whites, 13 per cent, disruptive; 15 per cent, moderate.
Whites on blacks, 4 per cent, disruptive; 16 per cent, moderate.
Other attacks, 4 per cent, disruptive; 16 per cent, moderate.

Crime in or near the school is a source of unrest, particularly the Narcotics violations. Review this information:

Narcotics violations, 27 per cent, disruptive, 39 per cent, moderate.
Drunkenness, students, 6 per cent, disruptive; 22 per cent, moderate.
Drunkenness - teachers, 1 per cent, disruptive; 1 per cent, moderate.
Homicide, 2 per cent, disruptive; 1 per cent, moderate.
Forcible rape, 3 per cent, disruptive; 3 per cent, moderate.
Robbery, 9 per cent, disruptive; 18 per cent, moderate.
Aggravated assault, 5 per cent, disruptive; 11 per cent, moderate.
Burglary, larceny, 9 per cent, disruptive; 19 per cent, moderate.
Weapons offense, 5 per cent, disruptive; 5 per cent, moderate.
Other crime, 1 per cent, disruptive; 4 per cent, moderate.

If every high school is a community of learners, it is evident that some of the learners are learning to be anti-social. They are not learning to achieve goals of secondary education in the American society.

To be sure, no sweeping generalizations can be made on this limited study. Then, too, newspaper advisers may have supplied subjective evidence. Be that as it may it is not evidence to be ignored.

What is the role of the high school newspaper in a teenage society in which these problems may have a disruptive or even moderate effect on the daily life in the school and community?

Are the events herein news? If there is trouble, should the school newspaper reveal or conceal the facts of timely concern to its publics? If it does give effective presentation of objective reality, will it offend its publics - teachers, students, parents, leaders in the local power structure?

More important, should the editors of the newspaper or the students at large be allowed to express their convictions on these issues usually fraught with controversy?

As citizens of the school supposedly taught to think, dare the school newspaper staff print news that alarms the public or views that differ with those ef the academic establishment?

Without doubt, the cautious, discreet, prudent adviser may suggest that student journalists should not rock the boat. They should not impair the school's image or publish what the principal or board doesn't like.

Note the effects of student unrest on high school newspapers. Most of the newspapers discern no great change in their situation. Even so, these facts are noteworthy in comparing 1969-70 with 1968-69:

Income increased in 25 per cent of the schools and fell off in 24 per cent of the schools.
Circulation increased in 25 per cent of the schools and decreased in 10 per cent.
Advertising increased in 33 per cent of the schools, decreased in 18 per cent.
Student support increased in 26 per cent, decreased in 14 per cent.
Teacher support increased in 18 per cent, decreased in 9 per cent.
Principal support increased in 20 per cent, decreased in 11 per cent.

While the better school newspapers attempt to meet the standards of national critical and evaluation services, the major goal of student journalists is to serve their publics, developing a newspaper that succeeds as a truth shop, persuasion podium, pleasure dome, and consumer's guide.

While student reaction in any school may change little so far as the newspaper is concerned, criticism may be more or less than in the previous year.

Consider the scope of criticism by students in 1969-70 as compared with 1968-69:

Editorials, more, 31 per cent; less, 23 per cent.
News - general, more, 15 per cent; less, 20 per cent.
Photographs, more, 12 per cent; less, 21 per cent.
Features, more, 10 per cent; less, 24 per cent.
Columns, more, 9 per cent; less, 21 per cent.
News - sports, more, 7 per cent; less, 23 per cent.
Headlines, more, 6 per cent; less, 22 per cent.
Makeup, more, 4 per cent; less, 18 per cent.

Teachers were somewhat more critical of newspaper content, according to this evidence:

Editorials, more, 37 per cent; less, 19 per cent.
Features, more, 14 per cent; less, 20 per cent.
Columns, more, 13 per cent; less, 16 per cent.
News - sports, more, 13 per cent; less, 16 per cent.
News - general, more, 12 per cent ; less, 22 per cent.
Photographs, more, 3 per cent; less, 26 per cent.
Headlines, more, 2 per cent; less, 26 per cent.
Makeup, more, 1 per cent; less, 26 per cent.

Does the principal read the whole newspaper regular. He should, and many advisers are aware that he does in comparing newspaper content in 1969-70 with that in 1968-69. Here are the facts on criticism:

Features, more, 22 per cent; less, 10 per cent.
Editorials, 21 per cent; less, 17 per cent.
Columns, more, 14 per cent; less, 14 per cent.
News - general, more,11 per cent; less, 27 per cent.
Headlines, more, 6 per cent; less, 22 per cent.
Photographs, more, 3 per cent; less, 22 per cent.
Makeup, more, 2 per cent; less, 22 per cent.
News - sports, more, 2 per cent; less, 28 per cent.

Consider the consequences of dissatisfaction. At least one school in ten was subjected to censorship. Here are the facts on the effects of censorship - disruptive or moderate in nature.

News, disruptive, 4 per cent; moderate, 11 per cent.
Editorials, disruptive, 11 per cent; moderate, 15 per cent.
Columns, disruptive, 1 per cent; moderate, 18 per cent.
Features, disruptive, 2 per cent; moderate, 8 per cent.
Photographs, disruptive, none; moderate, 6 per cent.
Other content, disruptive, 3 per cent; moderate, 4 per cent.
In addition 3 per cent felt the disruptive effect of underground newspapers, but 15 per cent reported moderate effects.

None of the schools reported that staff members were forced to withdraw or that they were suspended or expelled. Nor were there reports that the adviser was sharply rebuked or that parents complained.

What was the position of the newspaper staff? Note these answers:

Neutral, yes, 34 per cent; no, 57 per cent; uncertain, 9 per cent.
Dissidents in control, yes, 12 per cent; no, 85 per cent; uncertain, 3 per cent.
Dissidents opposed by staff, yes, 38 per cent; no, 40 per cent; uncertain, 22 per cent.

If there is unrest in a school, students as well as faculty and parents should be concerned. They should recognize the problem. They should work together to make wise decisions, using the newspaper to examine the issues.

Student journalists often are handicapped in producing a timely newspaper which provides leadership that exhibits perception, maturity and responsibilities for these reasons:

1. Often their adviser is an English teacher who never has enrolled in a college journalism course.
2. The facilities of the publication center are not designed for journalism, though other curricular and co-curricular programs have the facilities they need.
3. Financing the newspaper is difficult, for about one-fourth face a deficit each year.
4. Worst of all, principals at times insist on censorship of any content with which they disagree, in effect frustrating students taught to think for themselves and support their convictions.

Despite these obstacles to significant and constructive service, student journalists generally produce newspapers that serve their publics in this era of student unrest.

THE COACH AS A NEWS SOURCE FOR HIGH SCHOOL NEWSPAPERS

A Quill and Scroll Study, 1969
By Laurence R. Campbell, Director
(Published in Florida Johper, Volume 8, Number 1, February, 1970, page 6)

Sport news is one of the most important kinds of news in high school newspapers, according to an inquiry conducted by Quill and Scroll Studies entitled "Five Factors in the Success of High School Newspapers."

High school journalists rely on the coach as their main source of coming events in athletics. They also seek aid in interpreting past games, although they cover these events.

In an earlier study of Kentucky high school newspapers 55 of the 114 advisers rated the football coach as a news source thus: excellent, 14 per cent; very good, 16.7 per cent; satisfactory, 12.3 per cent; mediocre, 3.5 per cent; unsatisfactory, 1.8 per cent. (It is obvious that more than 50 per cent of the advisers gave no rating.)

In this nationwide study of advisers the advisers rated football coaches thus: excellent, 40.8 per cent; very good, 30.0 per cent;

satisfactory, 17.6 per cent; passable, 4.2 per cent; unsatisfactory, 1.2 per cent.

In the Kentucky study 91 of 114 advisers rated basketball coaches thus as news sources: excellent, 28.1 per cent; very good, 19.3 per cent; satisfactory, 23.7 per cent; mediocre, 6.1 per cent; unsatisfactory, 2.6 per cent.

Basketball coaches in the nationwide study rated thus as news sources: excellent, 45.2 per cent; very good, 30.9 per cent; satisfactory, 19.4 per cent; passable, 3.7 per cent; unsatisfactory, 0.8 per cent.

In the Kentucky study 56 of 114 advisers rated track and field coaches thus as news sources: excellent, 1.2 per cent; very good, 14.1 per cent; satisfactory, 14.0 per cent; mediocre, 2.6 per cent; unsatisfactory, 0.9 per cent.

In the nationwide study the advisers rated track and field coaches thus as news sources: excellent, 43.8 per cent; very good, 30.1 per cent; satisfactory, 20.2 per cent; passable, 4.5 per cent; unsatisfactory, 1.5 per cent.

In the nationwide study the swimming coaches were rated thus as news sources: excellent, 41.2 per cent; very good, 26.6 per cent; satisfactory, 22.6 per cent; passable, 5.7 per cent; unsatisfactory, 4.0 per cent.

In the Kentucky study 70 of 114 advisers rated the baseball coach as a news source thus: excellent, 19.3 per cent; very good, 16.7 per cent; satisfactory, 20.2 per cent; mediocre, 5.3 per cent; unsatisfactory, 0.9 per cent.

In the nationwide study the advisers rated the baseball coach thus as a news source: excellent, 39.6 per cent; very good, 29.1 per cent; satisfactory, 25.5 per cent; passable, 4.9 per cent; unsatisfactory, 0.9 per cent.

Other coaches--those who coach golf, tennis, cross country, wrestling, or other teams--were rated thus in the nationwide study: excellent, 41.4 per cent; very good, 29.0 per cent; satisfactory, 25.2 per cent; passable, 3.8 per cent; unsatisfactory, 0.4 per cent.

Girls' physical education coaches were rated thus as news sources in the nationwide study: excellent, 34.4 per cent; very good, 25.3 per cent; satisfactory, 23.5 per cent; passable, 11.1 per cent; unsatisfactory, 5.7 per cent.

Boys' physical education coaches were rated thus in the same study: excellent, 55.1 per cent; very good, 12.2 per cent; satisfactory, 16.3 per cent; unsatisfactory, 2.0 per cent.

Advisers in public high schools rated coaches higher as news sources than did advisers in nonpublic high schools. Advisers of top quality newspapers gave them higher ratings than those with newspapers that rate second or third.

It is evident from these data that many high school coaches have studied school public relations. Perhaps some of them wisely have studied sports writing and sportscasting. Even so there is little excuse for any coach to rate less than satisfactory.

To accommodate high school journalists, the coach should be available so that the former can meet deadlines for sports copy. He should have lists of players, background information, and schedules in mimeographed form. He should have a sports encyclopedia and similar books available for reference.

Unlike college coaches, many high school coaches stress sportsmanship. They want to win, but they want to win with honor. They take pride in the exemplary behavior of players on and off the field.

Since few coaches win all their games, they should not be unduly sensitive if amateur journalists fail to see the game as they did. Then, too, they should accept the fact that high schools do not exist solely for football promotion.

The coach will win friends among student reporters if he avoids competing with student publications for local advertising. He should coach football teams. He should let publication staffs reap the modest income they can from program sales with or without advertising.

The coach who wants a good school press will not conspire with downtown newspapers to scoop the high school newspaper. He can plan releases so that both will benefit.

Where coaches and student journalists cooperate with each other, the teams of the school both in victory and defeat may expect objective coverage and friendly columns. And what more could a coach ask?

TAKE A LONG LOOK AT YEARBOOK CONTRACTS
(In Quill and Scroll, April-May, 1967, pp. 28-31)
By Laurence R. Campbell, Director

The yearbook contract is a declaration of interdependence. It is an agreement between the publisher (the yearbook staff) and the printer (a business firm). It is a commitment in which both parties agree to work together to produce the yearbook.

The contract also is a document which is legally and ethically binding. It commits the printer to print a yearbook in accord with specifications and under definite conditions. It also commits the staff to live up to specific agreements.

Consider the procedure. Too often the contract is discussed by the representative and adviser only. When they are satisfied, they ask the principal and editor to sign the document. Under no circumstances should the principal sign the contract until the adviser and staff are satisfied.

The staff--or the key members of the staff--should be present at the contract discussion. Why? They are in school and on the staff to learn--and here is a situation in which there is a need and desire to learn.

They should follow this procedure: (1) They should do their homework; (2) They should study contracts in general; (3) They should study the proposed contract; and (4) They should sign only when a complete and satisfactory understanding is achieved.

The homework may be outlined as follows:

1. Begin planning in the spring, not the fall.
2. Review NSPA and CSPA critical service scorebooks.
3. Read articles, booklets, and leaflets on yearbook production.
4. Read the books by Allnutt, Medlin, McGiffin and Kingsbury, Magmer and Ronan, and others on yearbook making. Marshall Lee's Bookmaking is an excellent source to consult on production techniques.
5. Send one or more editors to a school press institute in which yearbook production is studied.
6. Develop a tentative plan of the yearbook, including a rough dummy.
7. Draw up a preliminary set of specifications.
8. Submit a proposal to furnish printing services to the printing firms with which you are willing to deal.
9. Obtain written authorization from the Board of Education for the principal, adviser, and editor to sign the contract.

10. Arrange, if so advised, to submit the contract to the attorney for the Board of Education.
11. Examine specimen contracts and prepare a set of questions to ask printers' representatives.

Meanwhile the yearbook adviser--if new--may wish to ask veteran advisers about yearbook printers. As the district manager of a printing firm says, "In the final analysis it boils down to the simple fact the yearbook adviser should know the reputation of the firm quoting on the publication, and also the reputation and professional qualifications of the company representative."

When the time comes to discuss contracts, the printer's representative is well-prepared. He is persuasive and aggressive, eager to please the staff and more eager to please his home office. He may be soft-hearted--and hard-nosed.

The contract is ready to sign, of course, but he has samples of type, paper, covers. He has yearbooks his firm has published. He is eager to answer questions, especially those that show that the staff and adviser have done their homework.

To be sure, the printer is in business to make money. He must mesh the schedules of many yearbook staffs to keep his production line operating efficiently. He must emerge from a season of yearbook production with a reasonable profit.

The representative may have some unasked questions in his mind. Is this staff a good risk? Is it willing to put out the effort? Can it raise the money? Can it master enough of the know-how? Unfortunately, the answer sometimes is: "No."

True, the yearbook staff dreams of a bigger or better yearbook, a rating of Medalist or All-American. It hopes to create a priceless treasure, eliciting praise for the school and the staff. But is its will power as great as its want power?

It is futile, of course, to expect teen-agers not to behave like teen-agers. Often they are sincere, optimistic, altruistic yet naive, gullible, immature. They also may be lazy, dilatory, and irresponsible and even sloppy, inept, and wasteful. Seldom do they know much about printing facilities or publishing costs.

The yearbook adviser may be a beginner with good intentions--and little more. As an English or art teacher, she may be bewildered by printing terms, fearful of financial responsibility. She may be too trusting or not trusting enough. She may be incompetent and unreasonable.

The better yearbooks are produced by staffs with qualified advisers. Any beginning adviser can qualify himself--if he wants to enough. Qualified advisers make experience on yearbook staffs a rich education for thousands of girls and boys.

Ask These Questions:

These questions may be asked when the staff and adviser read the proposed contracts:

1. Is it definite? Does it cover the specifications, arrangements, and conditions thoroughly?
2. Is it complete? Does it cover all relevant aspects of yearbook production, leaving nothing essential to oral agreements?
3. Does it protect the two parties equally?

Now that the homework is done, read the contract terms item by item, noting in each instance whether the statement is advantageous to the printer or the publisher. If it is necessary for one party to be protected in print, should not the other party also be protected in print?

Consider, for example, this statement: "The company shall not be liable for delays or losses caused by strikes, accidents, government restrictions, acts of God, or other causes beyond its control, and such delays shall not constitute a breach of contract." Is it not fair for the yearbook staff to ask whether it is protected if confronted by "fires, strikes, or other contingencies beyond control" or "government regulations, strikes, fires or acts of providence" as are printers in the contracts they prepare?

If it is not a breach of contract for the printer to justify delays for such reasons, why should it be a breach of contract when the publisher is afflicted similarly? The oral promise of the representative should require only the oral promise of the yearbook staff or both should be protected in the written document.

Consider the printer's liability for content. The statements in the contracts of one well-established firm may be noted:

"The customer agrees to indemnify and hold harmless the printer from and against any and all damages, liability and expense arising out of each and every claim, suit or action in which it is alleged that any material in the yearbook violates any copyright or proprietary right or contains any matter that is or may be defamatory or scandalous or invades any person's right of privacy. The customer also agrees, upon reasonable notice from the printer, to defend any demand, claim, action, or proceeding that may be brought or asserted against the printer."

These disquieting statements compel the yearbook staff to wonder whether it should sign any contract so fraught with potential peril. As it hesitates, it may ask the printer's representative this question: "To sum everything up, what does your printer have that other printers don't have?"

Usually the answer will have two parts:

1. Our firm has superior physical facilities for printing yearbooks.
2. Our firm has superior professional service to guide yearbook staffs.

Certainly the better yearbook firms take pride in their professional service as well as their physical facilities. Very properly one firm asserts that "good professional service is extremely important," that its representatives are "all experienced technicians," and that its yearbook division is "geared to personal service and careful attention to the finest detail."

"We feel that one of the most important parts of a contract between school and printer is the statement on service," says a sales manager. "Most printers do not put service guarantees in writing but we feel it important enough to do so." (The firm provides a Service Warranty Certificate.)

"The quality of your school's yearbook depends to a large extent upon the experience, interest, and knowledge of your publisher. It's a big responsibility--one we don't take lightly," another firm says in its advertisements. One printer advertises "better service from start to finish."

Yearbook printers advertise service as well as facilities. Yearbook staffs pay for service as well as facilities. If a yearbook printer provides the kind of service yearbook staffs need, no staff ever will face the problems outlined in such statements as those which protect the printer but not the publisher.

To be sure, statements of this nature appear in contracts of highly respected printers. Even so, it seems obvious that professional guidance should encompass such topics as libel, copyright, plagiarism, good taste, and the like as well as the technical terms and production problems.

If the representative meets his responsibility, there should be no necessity for such provisions. Reputable firms take pride in the physical appearance of the products they manufacture. If they assume responsibility here, they also should accept responsibility in the critical areas listed above.

Let's note, too, that printers are not infallible. Who makes the typographical errors? Who corrects them--or fails to correct them? Who switches headlines, cutlines, and pages? Who occasionally mixes the content of two yearbooks? And let nobody suggest that such misadventures never happen.

What does the printer agree to do? Read the contract again.

Does the contract state clearly that the printer will print the book, print it in accord with specifications, print it for delivery at stipulated time? And do both parties know just what printing the yearbook includes? Does the printer agree to set the type? ... to handle photographs? ... to do the presswork? ... to bind the yearbook? ... to ship it on or before a specific date?

If the contract does not cover these vital details, it is probable that oral understandings, promises, or observations will be lost in a blur of technical terminology and occasional mechanical gobbledegook.

Printer Agreements

When one printer submits a proposal to provide offset printing services to a high school yearbook staff, he states in the proposal that he will:

1. Furnish all labor and materials (except covers) for printing and binding copies. (The number of pages, number of copies, and trim size also are covered.)
2. Make a full-sized comprehensive dummy from layouts provided by the school and will cooperate with the school by supplying the yearbook staff with miniature and full sized layout forms, progress charts, finished copy sheet forms, subscription receipts, advertising receipt books, instruction manuals, copy shipping records, mailing cartons, posters and other materials necessary to the preparation of the yearbook by the school ... at no additional cost.
3. Cooperate to the fullest extent in the preparation of the dummy, advising on correct layout, good typography, art preparation and use of color.
4. Submit samples showing available headline and body type styles and sizes.
5. Mount all copy, headlines, photographs, artwork, and advertising. There will be unlimited use of photographs and artwork throughout the yearbook, with no restrictions on size, reductions and enlargements or bleeding of photographs. The school shall not be required to do pasteups, but school shall have such privilege.

6. Send the school three sets of printed advertising sections of the book. This form also includes a designation of the company representative's name who is to be "available for consultation and will make such service calls at the school as are reasonably necessary..." The printer agrees to take an advertisement in the yearbook at a specified price.

The printer also is required to specify the standard charges for author's alterations, the cost of additional or fewer copies, the cost of additional or fewer pages, and to provide additional information on the cost of spot color per page or on all pages of an 8-page flat, duotone per page, duotone per picture, four color process, end sheets in black or any other single color, duotone or two-color end sheets, end sheets in four color process.

To be sure, it is useless for a printer to provide some of the information outlined herein unless the adviser and staff know how to use it.

What else does the printer agree to do? Read his magazine advertisements and direct mail. Listen to his able, alert, aggressive representatives. What do they stress besides the superiority of printing facilities?

It should be clear, one printer points out, "that adequate professional advice will be included. We feel a tremendous obligation to staffs and advisers to render these services, including training, technical advice, followup--in a word, involvement with the staff on the publication of the book."

He continues, "I contend that the printing representative can make a tremendous difference, depending on his approach to his job, and this is one of the intangibles that cannot be included or measured within the framework of a contract or straight low-bid book."

How much service and help the sponsor and staff may expect from the company in the field of expert advice is a nebulous thing, one adviser and CSPA yearbook jduge points out in almost exactly those words. Referring to a major printing firm, she notes that it sends a "wonderful" representative.

He "sits with the staff in the early days of the process and advises it on what is <u>good</u> and what is <u>bad</u>," she elaborates. "His company is interested only in producing acceptable books."

"In my days of judging for CSPA, I used to wonder how some of these companies would and could put out the stuff they were producing," she continues. "I spent a good deal of effort on some of them to

try to sell the idea of service to both sponsors and staffs. Thus, endless pages of baby pictures could be rejected--sports pictures without identification--pictures of dubious quality and subject ...

"I find from speaking to groups of sponsors that most of them are eager to have this help," she says. "I have seen some high school books this year that were not worthy of the paper used in printing. And the buyers go on through all eternity as owners of books that were not worthy of publication."

Concluding these observations, she says, "With some effort by staff, sponsor, and printer using the same amount of money, paper, and ink--a better book could have and should have resulted."

Yearbook staffs are indebted deeply to the excellence of the professional advice they receive from the better printing firms. Unfortunately, however, there is a real basis for the complaint that representatives of some firms only show up when there is a contract to be signed. A few promise anything and forget immediately.

"It is reasonable for the staff to require four, or eight, or some specified number of sample yearbooks of a size and content similar to the yearbook they plan," says the vice-president of one firm. "This might include a certain amount of four-color work."

"It is simply good business practice to know the credit rating of the firm you propose to entrust with your contract," he adds. "This is particularly true with a larger yearbook contract. The staff is entitled to know the capabilities of the contractor and this has a definite bearing."

Contracts usually specify the date on or before which the yearbooks will be shipped or delivered. Sometimes they also include the date of commencement. One successful yearbook adviser had a contract which guaranteed a deduction of $100 if the yearbooks arrived late. Of course, her staff met its deadlines.

Review Specifications

Before the contract is signed, both printer and yearbook staff should review each of the specifications. The former can do little, of course, if the latter is not prepared. To avoid misunderstandings, then, the specifications may be taken up item and item. Among the most important are:

1. Process. When a staff changes from letterpress to offset or vice versa, it may not understand the consequent modifications of procedure. When it changes from one printer to another, it may not realize that there will be procedural changes.

2. Number of yearbooks. The tentative number of yearbooks to be printed should be stipulated. On or before a specific date, the staff may increase the number of yearbooks or decrease it in accord with the stated costs.
3. Number of pages. The tentative number of pages also should be stated. The changes in price when pages are added or subtracted in units of four or eight on or before given date also should be stated. In some instance reference to division pages, bleed pages, end sheets may be desirable. The dimensions of the pages when trimmed should be included.
4. Paper. The staff should be careful to see actual samples of paper stock designated in the contract, and if, for any good reasons, the selection should be changed, it would be a good idea to get an estimate of cost in writing.
5. Covers. The contract should state whether the cover is to be made of artificial leather or book cloth, whether it is to use a stiff board or padded cover. It should specify whether the cover is to be "silk screen, standard embossed, special embossed, and complete spine or backbone information," one firm advises. Another suggests that the price should include dye changes, and it should be stipulated whether or not the cover will be stock design or custom design. Check the cost of an applied cover when two kinds of fabrics are used or other fancy work indulged in.
"Sometimes we are underbid on what seemed to be the same specifications," says one firm. "However, the cover delivered, while it can be called an embossed-case-made cover, is of total inferior quality--coated paper instead of good quality Fabrikoid or similar book cloth, thin pasted clipboard instead of tempered binder's board, extremely shallowed embossing (because of the paper cover), and in general a cheap cut-rate cover."
6. Binding. Yearbooks usually are Smythe-sewed, side sewed, saddle stitched, or saddle-sewed. "The best binding is Smythe sewn, rounded and backed, with headbands," says one firm. Another says, "include the stipulation that the book be backed, after sewing, with quality binders stretch cloth. It is possible for a contractor to use cheap cheese-cloth or similar material." Small yearbooks may use spiral binding of wire or plastic. The color, design, lettering, and other details should be covered.
7. Type. The contract should note the type family or families selected, the sizes of type for body and display purposes. It may not be necessary to include an agreement of line length, use of boldface and italics, or copyfitting, but these topics may be discussed.
8. Photography. The contract should state clearly the extent to which the printer will handle photographs. Will he arrange for the halftones and linecuts needed in the letterpress or

will he prepare the pasteups for the offset press? "It is virtually impossible for a school to submit photographic material of consistent quality," one printer observes. "Therefore, in order to get the most out of the material, the publisher must individually analyze the photographs and must individually make reproduction negatives. This is more expensive than 'gang shooting' or grouping. The staff is entitled to know how the printer will handle photographic material."

9. Proofs. The contract should state whether the yearbook staff will receive page and galley proofs and the conditions under which the proofs will be handled. Contracts unfortunately seldom say what the printer is to do if his employees fail to correct proofs.
10. Color. The conditions under which color is to be used should be specified. There should be no doubt as to whether it is included in the price or is an extra.

If the specifications are stated clearly, few misunderstandings should arise. Consider also the responsibilities of the yearbook staff, the publisher of a product which should bring joy and pride to the school.

Editorial Duties

These are editorial duties:

1. The yearbook staff must meet a series of deadlines consistent with the date of shipment whether delivery is in the spring, summer, or fall. Final copy may be due in March, but a certain percentage may be due in December, and additional amounts in January or February. By specified dates the staff also must give the final figures on number of yearbooks, number of pages, or other facts not settled.
2. The yearbook staff agrees to provide the typewritten copy--editorial content--in the form specified in the agreement, determining in advance that it will fit the space for which it is intended.
3. The yearbook staff agrees to provide the pictorial content--photographs, illustrations, artwork--in accord with plans on which the parties agree.
4. The yearbook staff agrees to provide the layout for all pages, including opening, division, bleed, et cetera. Usually the company provides for a standard procedure.
5. The yearbook staff agrees to return page or galley proofs with corrections. (And the printer makes the corrections.)
6. The yearbook staff, by implication, agrees to respect copyright laws, to avoid plagiarism and libel, to live by the letter and spirit of the contract, seeking no favors to which it is not entitled.

Business Responsibilities

The business responsibilities involved in the contract also should be clear.

1. The yearbook staff agrees to pay the amounts or percentages stipulated on or before the dates stated in the contract. This may be a $2 deposit for each book ordered at the time of the first copy deadline, and an additional "$2 per book or 50% of the balance due as per contract on the final copy deadline."

   Another firm expects the school "To pay for the yearbook $1.00 per book down payment due on October 15 for spring delivery ... with 75% balance due with the final copy deadline ..."

   Whatever may be the agreement, the yearbook staff must remember that it has made a legal and business agreement. It is essential that the financial aspects be clearly understood by the staff.

2. The yearbook staff agrees to pay for service charges--art work, authors corrections as specifically listed in the contract, but there should be a clear understanding on the specific costs for various extra services before the contract is signed.

   To produce a successful yearbook, the staff and adviser must understand both business and editorial responsibilities. It is imperative, therefore, that they understand the yearbook contract. Both yearbook staffs and printing firms usually can be trusted, but, since there are occasional exceptions, it is wise to take nothing for granted in contract negotiations, for ethical publishers and printers have no occasion to deceive each other.

To the reader it should be apparent that this study is based on the advice of a number of leading yearbook printers as well as yearbook experts who as teachers, judges, and leaders in school press associations speak with considerable authority. If the yearbook is to continue to be a worthwhile enterprise in secondary education, students and advisers should be sure that they understand yearbook contracts.

MEASURE THE CONTENT OF YOUR SCHOOL NEWSPAPER
A Quill and Scroll Study, 1969
By Laurence R. Campbell, Director

What is the news? Demosthenes in 351 B.C. wrote that the Athenians often asked this question. Students, teachers, and parents ask this question about high schools today.

What do we see and hear, think and feel, decide and do? What are the ideas, events, and problems that interest us? How do we define news? These questions may be asked in evaluating all newspapers, including high school newspapers.

Certainly judges of critical services encourage systematic coverage of news. Quill and Scroll Studies periodically raises the question as to whether school newspapers actually present a balanced picture of the student and his school.

In 1967 Dr. George R. Klare and the writer completed an investigative study of "Measuring Readability of High School Newspapers." It asked, "How readable are high school newspapers?" It also presented a simple method by means of which advisers and staffs could measure the readability of their newspapers. (This booklet can be obtained from Quill and Scroll Foundation for $.50.)

This study much more modest in score is concerned not with how the news is written but with what news is published. It is a content measurement study. It classifies the newspaper content into various standard categories and measures in column inches the amounts of news in eight high school newspapers.

This investigation is an exploratory study. It is an attempt, first, to encourage newspaper staffs to make their own analyses of their newspapers from issue to issue. It also is an experimental enterprise to determine what problems arise in classifying, recording, and interpreting the data.

This study was limited in scope. First, only eight high school newspapers were examined. Second, only one issue of each newspaper was measured. Accordingly, it is not to be supposed that sweeping generalizations will be made on the basis of such limited evidence.

The newspapers chosen for study have been recognized by critical services as very good newspapers. Therefore, they may not be described as typical, ordinary, or average. This study concerns itself only with the content that appeared, not what could have or should have been printed.

The newspapers chosen were:

The Chit-Chat, Waggener High School, Louisville, Ky., Bi-weekly, January.
The Tower, Grosse Pointe High School, Grosse Pointe, Michigan, Weekly, January.
The Orange, White Plains High School, White Plains, N.Y., Published every three weeks, January.

The Beacon, Woodrow Wilson High School, Washington, D.C., Published monthly, January.
The Journal, Parkersburg High School, Parkersburg, W. Va., Frequency of publication not stated in masthead, January.
The Journal, John Adams High School, Cleveland, Ohio, Bi-weekly, January.
The Orange and Black, Grand Junction High School, Grand Junction, Colo., Bi-weekly, January.
High Notes, Hartsville High School, Hartsville, S.C., Published eight times a year, February.

The eight newspapers were printed. All issues were winter issues. They come from the East, Middle West, South, and Rocky Mountain states.

Judges of newspaper critical services need to raise the questions as to whether a newspaper published less frequently than every week or two weeks actually can provide a good or substantial news service, to say nothing of deserving a rating as superior or excellent. It seems pointless to expend energy on writing about what happened a month before the newspaper was circulated. Under such conditions the newspaper is simply a historical record.

Four main categories of newspaper content were measured: (1) news, (2) sports news, (3) editorials and features, (4) advertising. Content in the first three categories was identified as to location on the page, number of page, size of headline, and number of column inches. News was classified as an (1) advance, (2) follow-up, or (3) "other" news.

News was classified thus: (1) administration, (2) activities, (3) community, (4) curricular, (5) organizations, (6) sports, (7) recognition, (8) miscellaneous. Subdivisions of the first six headings also were examined. This system probably is not yet foolproof, for some news easily may fall under more than one heading.

Approximately one-half of the news stories were followups, one-third were advances, and the others were classified as neither. Organizations and activities had more advances than followups. There were nearly twice as many sports followups as advances. Perhaps there is an over-emphasis in telling readers what already has happened.

Headlines were measured as to whether they were one, two, three, four, or five columns wide. There were more two-column headlines than one-column headlines and nearly as many three-column headlines as one-column headlines. The newspapers averaged about three photographs per issue. There were no photographs of curricular news and only one of organization news for all eight newspapers.

More than one-half of the administration stories made page one, but only about one-fifth of the community news stories rated the first page. More than half of the news of activities and organization made page one, but only one-fifth of the curricular news received such a favorable rating. Sports news properly appeared on sports pages with the exception of one sports story on page one.

Consider the position on the page. Administration news in two times out of three was in the upper left or upper right of whatever page it appeared on. Community news was above the fold about half the time. Curricular news broke even. About three times out of four sports news was above the fold, more often in the upper left than the upper right. Activities were above the fold about two-fifths of the time, but organizations were above the fold a little over half the time. Recognition stories were above the fold two times out of three. Keep in mind, of course, that advertisements more often are below the fold.

Administration news stories covered buildings, facilities, food service, personnel, and "other," but did not cover business activities, school finance, the grounds, health services, or schedule. Nearly half of the space in this category was for personnel stories.

Community news did cover board of education and "other" stories, but none of the newspapers had news of adult education, alumni, education week--probably in November, and parents' auxiliaries or parent-teacher associations.

Only six of the eight newspapers discovered any news of the school's academic programs. None had any news of what was happening in agriculture, industrial arts, guidance, homerooms, journalism, library, mathematics, music (courses), physical science, or special fields. Here are eight schools probably with more than a thousand students in each enrolled in five or more courses a day for one, two, or more weeks. So nothing happened!

Consider news of activities. Chorus and dramatics get the most space. The analyst looked for the honor roll--unsuccessfully. Maybe it appears in other issues. None of the newspapers published news of the yearbook or activities other than those of the newspaper and magazine staffs. Debates receive skimpy attention.

Consider organizations. Social events, the senior class, and the junior class get as much attention as the student council. Homerooms aren't mentioned--nor are career clubs.

Since it was basketball season, stories of the sport received the major emphasis. There were a few football remnants to report, but

there was no news of baseball, tennis, golf. Neither intramural nor girls' sports received much attention. League standings seldom were reported.

Two or three editorials were published in each newspaper. They averaged nearly seven column inches in length. Creative writing was spurned, for there were neither stories nor essays, although the eight newspapers averaged slightly more than one-column inch of poetry per issue.

Column writing is neglected, particularly in the area of criticism and guidance. Students have little opportunity to express their views through letters to the editor, question-and-answer stories, polls, and the like. The what and who feature articles dominate the feature pages, but when, where, why, or how articles seldom if ever appear.

An analysis of the advertising content reveals that the one-inch one-column advertisement is on the way out in these eight newspapers. Two-inch one-column ads are common, but there are few instances of one-column ads of three, four, five, six, or more inches. Almost one-half of the total column inches is in two-column advertisements, but four of the newspapers report three-column advertisements, three report four-column advertisements, and one reports one five-column advertisement.

Tentative conclusions presented here do not constitute an appraisal of any newspaper studied. None will be singled out for special attention. A more thorough inquiry would be feasible if several issues of each newspaper could be examined. Perhaps insufficient funds make it difficult to develop some possibilities of these newspapers. For example, several are unable to publish every week or at least every other week.

What happens in high schools today? What gets in the school newspapers? The image of the secondary school herein portrayed is that it is a teen center in which student organizations and activities, including sports, are newsworthy. What happens in the classroom, library, or counseling center is not. If you want to be recognized by your peers, get into an organization or on a team instead of on the honor roll.

The alumnus, parent, or taxpayer reading high school newspapers may wonder whether there are curricular activities provided. He may wonder whether developments in the curriculum are news. He may wonder whether student achievement in the academic program is recognized. Hence, he as well as the students who go to school to learn in the classroom as well as in worthwhile co-curricular

activities may be disappointed in the high school newspaper as a news medium.

The editors of these newspapers give considerable space to their opinions in two or three editorials per issue. For the most part they provide no critical guidance in the fine arts or public arts. Nor do they give much attention to the opinions of the readers. Opportunities to provide dynamic and constructive leadership are not being developed as fully as possible--despite ample space which could be used more effectively.

The diversity of content in the feature pages may be described as usually consisting of what and who features and not much else. Creativity in writing receives scant encouragement in most instances. Staff members are not learning to write how-to-do-it articles or when, where, and why features.

To be sure, analysts may have overlooked some of the content. Perhaps the classification system is imperfect in some respects. Even so the function of the high school newspaper is to present the whole school in perspective through a balanced presentation of news.

High school newspapers will improve not when staffs either welcome or resist tentative conclusions like these but when the staffs learn to evaluate their own efforts objectively. Hence, the ideal staff should make periodic measurements of the content of the newspapers it produces. The amateur journalist moves toward professional status by welcoming criticism and engaging in self-criticism.

Specific Suggestions

1. Determine what you want to measure--all the content or only a specific kind of content.
2. Determine how you want to measure, that is, the number of items or the frequency of items or the column of inches.
3. Decide how you will measure column inches. It is suggested that you avoid minute measurements. Let every item be measured in full numbers or full numbers and halves thus: 0.5, 1.0, 1.5, 2.0, and so on to 1/2, 1, 1 1/2, 2, 2 1/2. Do not count any content twice.
4. Devise forms that fit the number of pages and number of columns you publish.
5. Adapt suggested forms to fit your school. Plan to put totals at the bottom of the page.
6. Include kinds of content which newspapers should have but which you may not have in order to point up inadequacies. Measured content must appear only once.

Forms for Use in Content Measurement

Form 1: Measurement of All Content

Instructions:

1) Start on page 1 and complete each page
2) Ideniify the content under "item"
3) In the blank provided write the number of column inches - 1.0, 1.5, 2.0, 2.5, etc.

All Newspaper Content

Newspaper_____

Date of Issue_____

Item	Column Inches									
	Nameplate	Ears	Newsp. Dateline	Masthead	News	Sports	Opinion	Features	Ads	Other
1. _____										
2. _____										
3. _____										
Totals										

Form 2: Advertising Measurements

Instructions:

1) Start on first page that advertising appears
2) Identify the ad in the line provided
3) Check the page on which it appears
4) Check the width of the ad under width
5) Check the height of the ad in inches
6) Report total column inches

Advertising Content

Newspaper_____

Date of Issue_____

Advertisement	Page	Width in Columns	Height in Inches	Total Col. Inches
1. _____	1 2 3 4 5 6 7 8	1 2 3 4 5	_____	_____
2. _____	1 2 3 4 5 6 7 8	1 2 3 4 5	_____	_____
3. _____	1 2 3 4 5 6 7 8	1 2 3 4 5	_____	_____
Totals		_____	_____	_____

Form 3: All News Content - 1

Instructions:

1) Identify the news under "news"
2) Report column inches under advance, followup, other
3) Also report column inches under headline, story, photograph

All News Content

Newspaper_____

Date of Issue_____

News	Advance	Followup	Other	Headline	Story	Photograph
1. _____	_____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____	_____
Totals	_____	_____	_____	_____	_____	_____

Form 4: All News Content - 2

Instructions:

1) Identify the news
2) Report column inches under the classification checked below:

___Administration
___Community
___Curricular
___Sports
___Activities
___Organizations

3) Report column inches under position
4) Report column inches under page

All News Content

Newspaper_____

Date of Issue_____

News	Position				Page							
	Upper left	Lower left	Upper right	Lower right	1	2	3	4	5	6	7	8
1. _____	____	____	____	____	_	_	_	_	_	_	_	_
2. _____	____	____	____	____	_	_	_	_	_	_	_	_
Totals	____	____	____	____								

Additional forms may be used for more thorough analysis of each kind of news, opinion content, or feature-literary content.

EARLY HIGH SCHOOL MAGAZINES, NEWSPAPERS, AND YEARBOOKS
A Quill and Scroll Study, 1970
By Laurence R. Campbell, Director

Foreword

The history of high school journalism never may be written. The basic research needed would require financial support not currently available. Hence, this preliminary report is only a tentative list compiled to summarize data available now.

Quill and Scroll Studies acknowledges the cooperation received from many advisers, principals, and school press associations. The director has scanned critical service lists and examined theses in the limited search.

The Catholic School Press Association, Columbia Scholastic Press Association, National Scholastic Press Association, and Quill and Scroll Foundation have cooperated in this study. So also have several libraries and other sources.

This preliminary report is submitted in the hope that:

1. Every school will prepare a historical feature of its publication activities.
2. Every school press association will encourage local, state, and regional studies.
3. Everyone who has a correction to offer or new data to submit will not hesitate to do so.

Eventually this basic list with corrections and additions may be published. It will prove that we have pride in the origin and pride in the destiny of student publications. A proud heritage inspires a deep hope.

Laurence R. Campbell
Director
Quill and Scroll Studies

High School Publications Before 1900

This is a preliminary list of high school student publications which are believed to have been founded in the United States before 1900. Abbreviations: M for magazine, N for newspaper, Y for yearbook.

Arkansas

1894 N The Peabody Tattler, Central High School, Little Rock

California

1869	N	Lincoln Observer, Lincoln School, San Francisco
1870	Y	The Review, Sacramento Union High School, Sacramento
1888	Y	Name Uncertain, Oakland High School, Oakland
1895	M	Aegis, Oakland High School, Oakland
1896	Y	The Clarion, San Diego High School, San Diego
1896	N	Guard and Tackle, Stockton High School, Stockton
1897	M	The Lowell, Lowell High School, San Francisco
1897	Y	Los Gatos High School, Los Gatos
1898	N	The Russ, San Diego High School, San Diego
1898	Y	El Achievero, Thacher School, Ojai
1898	Y	The Lowell, Lowell High School, San Francisco

Colorado

1887	N	The Lever, William J. Palmer High School, Colorado Springs
1887	Y	The Lever, William J. Palmer High School, Colorado Springs
1895	N	North Side Chronicle, North High School, Denver

Connecticut

1831	N	Schoolboy's Saturday Journal, Hopkins Grammar School, New Haven
1846	Y	The Annual, Hopkins Grammar School, New Haven
1848	N	Excelsior, Hartford High School, Hartford
1848	N	The Rivulet, Hartford High School, Hartford
1850	N	The Scholar's Experiment, Middletown High School Middletown
1851	N	The Effort, Hartford High School, Hartford
1854	M	Bud of Genius, New Britain High School, New Britain
1854	N	The Experiment, Middletown High School, Middletown
1854	N	The Souvenir, Waterbury High School, Waterbury
1855	N	The Seminary Budget, Hart Female Seminary, Plymouth
1855	N	The Stray Leaf, Naugutuck High School, Naugutuck
1855	N	Our Portfolio, Young Ladies' High School, New London
1857	N	Greeneville Luminary, Greeneville High School, Norwich
1857	N	The Chanticleer, Hartford High School, Hartford
1859	N	High School Thesaurus, Worcester High School, Worcester
1859	N	The Scholars' Olio, Woodstock Academy, Woodstock
1860	N	The School Bell, Bridgeport High School, Bridgeport
1864	N	Seaburian, Episcopal Academy, Cheshire
1873	N	The Critic, Hopkins Grammar School, New Haven
1875	N	The Aurora, Middletown High School, Middletown
1878	N	Weston Cadet, Weston Military Institute, Weston
1882	Y	The Meteor, Cheshire School, Cheshire
1883	N	The Hamptonia, New Hampton School, New Hampton
1895	N	The Pioneer, Willimantic High School, Willimantic
1898	M	The School Bell, Lost District School, Rockville

Delaware

1873		High School Index, Wilmington

Delaware (cont)

1876	N	Public School Herald, Department 6 High School, Dover
1883	M	Whittier Miscellany, Friends School, Wilmington
1880	N	The Indicator, Boys' High School, Wilmington

District of Columbia

1886	N	The Review, Central High School, Washington

Hawaii

1834	N	Ka Lama Hawaii Lahainaluna, High School, Lahaina, Hawaii
1844	N	Punahou Gazette, Punahou Academy, Honolulu
1858	M	Oahu College Monthly, Punahou Academy, Honolulu
1897	M	Hawaii's Young People, Lahina Luna High School, Lahaina

Illinois

1886	N	High School Journal, West Division High School, Chicago
1890	N	The Manual, Central High School, Peoria
1890	N	The Opinion, Woodruff High School, Peoria
1897	N	The Mirror, Elgin High School, Elgin
1897	Y	Annual, Evanston Township High School, Evanston
1898	N	Hyde Park Weekly, Hyde Park High School, Chicago
1899	N	Purple and White, Englewood High School, Chicago

Indiana

1880	N	Newspaper, Short Ridge High School, Indianapolis
1889	N	Sentinel, Howe Military Academy, Howe
1891	N	High School Herald, New Albany High School, New Albany
1894	Y	Souvenir, New Albany High School, New Albany
1894	Y	Annual, Shortridge High School, Indianapolis
1895	Y	Annual, Manual High School, Indianapolis
1895	N	Vedette, Culver Military Academy, Culver
1896	N	Register, Richmond Senior High School, Richmond
1896	Y	The Cactus, Portland High School, Portland
1898	N	Shortridge Daily Echo, Shortridge High School, Indianapolis
1898	N	Apropos, Portland-Wayne Township High School, Portland

Iowa

1884	N	C.H.S. "C," Oskaloosa High School, Oscaloosa
1886	M	The High School Journal, Villisca Schools, Villisca
1892	N	Central High Record, Central High School, Sioux City
1898	N	Echoes, North High School, Des Moines

Kansas

1892	N	The School Phoenix, Hutchinson High School, Hutchinson
1893	Y	Annual Catalog, Labette County Community High School, Labette
1896	Y	Class Annual, Topeka High School, Topeka
1896	N	Topeka High School World, Topeka High School, Topeka

Kentucky

1877	N	School Bell, Kentucky Home School for Girls, Louisville
1888	N	The Umpire, Covington High School, Covington

Maine

1850	N	The Breeze, Kent Hills School, Kent Hills
1851	N	Constellation, Girls High School, Portland (?)
1884	Y	The Bell, Fryeburg Academy, Fryeburg
1884	M	Northern Lights, Bridgton Academy, North Bridgton
1885	N	The Comet, Rockland High School, Rockland
1885	N	The Academy Bell, Fryeburg Academy, Fryeburg
1887	M	The Academy Belle, Richmond High School, Richmond
1893	M	The Racquet, Portland High School, Portland

Maryland

1883	N	The Week, McDonogh School, Baltimore
1895	M	Literary Advance, West Nottingham Academy, Colora
1896	Y	The Green Bag, Baltimore City College, Baltimore

Massachusetts

1829	N	Literary Journal, Boston Latin School, Boston
1845	N	The Rising Sun, Boston Latin School, Boston
1845	N	The Gleaner, Boston Latin School, Boston
1846	N	The Bedford School Budget, Boston Latin School, Boston
1846	N	The Rivulet, Boston Latin School, Boston
1846	M	The Tyronian, Mansfield Academy, Mansfield
1848	N	The Juvenile Gazette, Boston Latin School, Boston
1848	N	The Streamlet, Boston Latin School, Boston
1850	M	The Gleaner, Lawrence Academy, Groton
1850	M	The Adelphian, Adelphian Academy, North Bridgwater
1851	N	The Student's Manual, Boston Latin School, Boston
1851	M	The Indicator, Plymouth High School, Plymouth
1853	M	The Echo, Lawrence Academy, Groton
1853	M	The Normal Banner, Lancaster Norman Lyceum. Lancaster
1853	N	The Satchel, Litchfield High School, Litchfield
1854	M	The Dew Chalice, Natick High School, Natick
1854	M	The Literary Gazette, Lawrence Academy, Groton
1855	N	The Item, High School for Girls, Dorchester
1855	M	The Mirror, Phillips Academy, Andover
1859	M	The High School Thesaurus, Worcester High School, Worcester
1861	M	The High School Gazette, High School, Boston
1861	M	High School Gazette, Salem High School, Salem
1863	M	The Eagle and the Flag, Foxboro English and Classical High School, Foxboro
1866	N	The Satchel, Boston Public Latin School, Boston
1870	N	High School Monthly, Holyoke High School, Holyoke
1873	M	The New Academy, Worcester Academy, Worcester
1873	M	The Robin, Barre Academy, Barre

1876	M	Reflector, Johnson High School, North Andover
1877	M	The Students' Aid, Groton School, Groton
1878	N	The Exonion, Phillips Academy, Andover
1878	M	The Academy, Worcester Academy, Worcester
1878	M	High School Monthly, Holyoke High School, Holyoke
1879	N	High School Reporter, Worcester High School, Worcester
1880	Y	The Pean, Phillips Academy, Andover
1881	M	Latin School Register, Boston Latin School, Boston
1882	M	The Radiator, Somerville High School, Somerville
1883	M	High School Squib, New Bedford High School, Bedford
1884	M	High School Chronicle, New Bedford High School, New Bedford
1884	M	The Academy Echo, Leicester Academy, Leicester
1884	M	The Atom, Methuen High School, Methuen
1884	M	The High School Reporter, East Boston High School, Boston
1885	N	The E. H. S. Record, English High School, Boston
1885	M	The Evening High School Journal, Evening High School, Lowell
1885	M	The Lowell High School, Lowell High School, Lowell
1885	M	High School Journal, West Newbury High School, West Newbury
1885	M	High School Student, Westborough High School, Westborough
1885	M	High School Argus, Worcester High School, Worcester
1885	M	The American Companion, Lowell High School, Lowell
1885	M	The Gortonian, Gorton School, Gorton
1885?	M	The Breeze, Cushing Academy, Ashburnham
1885	M	The High School Crescent, Athol High School, Athol
1886	N	The Senior Critic, Worcester High School, Worcester
1886	M	The Oak, Lily, and Ivy, Milford High School, Milford
1886	M	The Young Idea, Gloucester High School, Gloucester
1886	M	The School Medium, North Brookfield High School, North Brookfield
1886	M	The Academe, Worcester High School, Worcester
1886	M	Latin School Review, Cambridge High School, Cambridge
1887	M	High School Stylus, Brockton High School, Brockton
1887	M	The Latin School Review, Cambridge Latin School, Cambridge
1888	M	Highland Cadet, Highland Military Academy, Worcester
1889	Y	The Tripod, Roxbury Latin School, Dedham
1889	M	The High School Student, Clinton High School, Clinton
1889	M	The High School Gatherings, Northbridge High School, Northbridge
1889	M	Senior Philosophical Journal, Wesleyan Academy, Wilbraham
1889	Y	Oread, Oread Institute, Worcester
1890	M	Oxford High School Budget, Oxford High School, Oxford
1890	M	The Sutton High School Record, Sutton High School, Sutton
1890	M	The Echo, Fitchburg High School, Fitchburg
1891	N	The Tam-Tam, Worcester High School, Worcester

Massachusetts (contd)

1892	M	The Standard, English High School, Worcester
1893	M	The W H S, Worcester High School, Worcester
1893	M	The Owl, Leicester Academy, Leicester
1894	M	The Academy Weekly, Worcester Academy, Worcester
1894	Y	Pot-Pourri, Phillips Academy, Andover
1895	M	The Sagamore, Brookline High School, Brookline
1897	Y	The Ninety-Seven Class Book, Phillips Academy, Andover
1899	Y	W. A. Recessional, Worcester Academy, Worcester
1899	M	The High School Sentinel, Worcester High School, Worcester

Michigan

1870	N	Castilla (now Student Lantern), West Side - now Arthur Hill High School, Saginaw
1878	N	News, Central High School, Kalamazoo
1878	Y	Annual, Central High School, Kalamazoo
1895	Y	The Anchoro, Mason High School, Mason

Minnesota

1887	M	High School World, St. Paul High School, St. Paul

Missouri

1895	Y	Annual, Central High School, St. Joseph

Montana

1890	N	Copper Glow, Anaconda Senior High School, Anaconda
1890	Y	Annual, Anaconda Senior High School, Anaconda
1897	M	The High School Leader, Butte High School, Butte
1898	M	The High School Dynamo, Great Falls High School, Great Falls

Nebraska

1886	N	Weekly Register, Omaha Central High School, Omaha
1890	N	Echo, Kearney High School, Kearney
1895	N	Advocate, Lincoln High School, Lincoln
1897	Y	Annual, Omaha Central High School, Omaha
1899	Y	Advocate-Senior Issue, Lincoln High School, Lincoln

New Hampshire

1845	Y	The Evergreen, Waterville Academy, Waterville
1860	M	Horae Scholasticae, St. Paul's School, Concord
1872	M	New London Advocate, Literary and Scientific Institution, New London
1878	N	Exonian, Phillips Exeter Academy, Exeter
1879	M	High School News, Great Falls High School, Great Falls
1880	Y	The Pean, Phillips Exeter Academy, Exeter
1883	M	Concord High School, Concord High School, Concord
1883	M	Hamponia, New Hampton School, New Hampton
1883	M	The Eclipse, Tilton School, Tilton

1886 N The Rambler, Tilton School, Tilton
1886 M Phillips Exeter Monthly, Phillips Exeter Academy, Exeter
1887 M The Volunteer, Concord High School, Concord
1894 N The Tiltonian, Tilton School, Tilton

New Jersey
1889 M The Argo, Rutgers Preparatory School, New Brunswick
1890 M The Skimisher, Bordentown Military Institute, Bordentown
1892 Y Satura, St. John Baptist School, Mendham
1895 N The Pingry Record, Pingry School, Elizabeth
1898 N The News, East Orange High School, East Orange

New York
1845 Y The Evergreen, Waterville Academy, Waterville
1872 M The Panorama, Central High School, Binghamton
1875 Y The Calendar, Hutchinson Central High School, Buffalo
1880 N Polytechnician, Country Day Polytechnic Preparatory School, Brooklyn
1880 N Dwightonian, Dwight School, Dwight
1882 Y St. Johns Military School, Manlius
1883 N DeVeauxian, DeVeaux School, Niagara Falls
1883 N The Xavier, Xavier School, New York
1885 M The High School Record, Troy High School, Troy
1887 Y Academy Reveille, Peekskill Military Academy, Peekskill-on-the-Hudson
1889 M NYMA Quarterly, New York Military Academy, Cornwall-on-the-Hudson
1890 N Panorama News, Central High School, Borepoint
1890 M Bleatings, St. Agnes School, Albany
1892 M The Wind Mill, Manlius School, Manlius
1896 M The Magpie, DeWitt Clinton High School, New York
1898 M The Folio, Flushing High School, Flushing
1899 M Poly Prep, Polytechnic Preparatory School, Brooklyn

Ohio
1850 M The Gleaner, Sandusky City High School, Sandusky City
1853 M The Incentive, Circleville Public Schools, Circleville
1882 M High School Monthly, High School, Cleveland
1884 M The High School Times, High School, Dayton
1885 N The Academe, Western Reserve Academy, Hudson
1886 M The School Year's Review, Flat Rock, Flat Rock
1896 N Blue and Gold, East High School, Cleveland

Oklahoma
1854 M Cherokee Rosebuds, Girls Seminary of the Cherokee Nation, Talequah
1885 M The Sequoyah Memorial, Male Cherokee Seminary
1879 M Cheyenne Transporter, Cheyenne-Arapaho School, Darlington

Oregon

1879	N	The Cardinal, Lincoln High School, Portland

Pennsylvania

1777	N	The Student Gazette (handwritten), William Penn Charter School, Philadelphia
1841	M	The Athenian, Allen Academy
1849	M	The Minute Book, Central High School, Philadelphia
1857	M	The Bush Eel, Central High School, Philadelphia
1867	M	Ciceronian, Philadelphia Protestant Episcopal Academy, Philadelphia
1870	N	The News, Erie
1871	M	The Students' Monthly, Central High School, Pittsburgh
1876	N	The Sun, Central High School, Philadelphia
1878	N	High School Journal, Lancaster High School, Lancaster
1878	M	Corry School, Corry
1885	N	The Mirror, Central High School, Philadelphia
1887	N	The Record, Hill School, Pottstown
1888	M	Penn Charter Magazine, William Penn Charter School, Philadelphia
1889	N	The Index, Haverford School, Haverford
1892	M	Blue and Gray, Friends Central School, Wynnewood
1893	Y	Annual, Friends Central School, Wynnewood
1895	Y	Cherry and White, Williamsport High School, Williamsport
1897	Y	The Dial, Hill School, Pottstown
1897	M	Red and Black, Reading Senior High School, Reading
1897	Y	The Class Record, William Penn Charter School, Philadelphia
1897	N	Olney Highlights, Olney High School, Philadelphia
1898	N	Iris Leaflet, Philadelphia Girls' High School, Philadelphia
1898	N	The Welcome, Chester High School, Philadelphia
1899	M	The Althean, School of the Holy Child, Sharon Hill

Rhode Island

1861	N	Weekly Investigator (handwritten), Moses Brown School, Providence
1877	M	High School Budget, Providence High School, Providence
1882	M	The Hypophet, Providence High School, Providence
1883	M	The High School Glance, Providence High School, Providence
1887	M	The Substitute, Providence High School, Providence
1887	M	The High School Record, Providence High School, Providence
1889	Y	Phoenix Echo, Moses Brown School, Providence
1893	M	Panorama, Moses Brown School, Providence

South Dakota

1899	Y	Class Book, Washington Senior High School, Sioux Falls

Tennessee

1893	Y	MUS-kito, Memphis University High School, Memphis
1899	N	M. U. S. Topics, Memphis University High School, Memphis

Texas

1897	N	The Comet, Stephen F. Austin High School, Austin

Utah

1892	N	newspaper, East High School, Salt Lake City
1898	Y	Rowland Hall-St. Marks School, Salt Lake City
1898	N	Red and Black, City High School, Salt Lake City

Vermont

1854	M	Anomaly, Bradford Academy, Bradford
1879	N	The Academy Student, St. Johnsbury Academy, St. Johnsbury
1890	N	Vermont Academy Voice, Saxton's River
1890	M	Dial, Brattleboro Union High School, Brattleboro

Virginia

1879	M	The Academy Journal, St. John's Academy, Alexandria
1888	M	Monthly Chronicle, Episcopal School, Alexandria
1891	M	Lightning Bog, Episcopal School, Alexandria

Washington

1895	M	Broadway Whims, Broadway (now Edison High School), Seattle

West Virginia

1897	N	newspaper, High School, Wheeling

Wisconsin

1886	M	The Dial, Racine High School, Racine

DATES OF FOUNDING OF HIGH SCHOOL PRESS ASSOCIATIONS
A Quill and Scroll Study, 1970
By Laurence R. Campbell, Director

1915	Montana Interscholastic Editorial Association
1916	Oklahoma Interscholastic Press Association
1921	Central Interscholastic Press Association (NSPA)
1921	Oregon Scholastic Press Association
1921	Minnesota High School Press Association
1921?	Iowa High School Press Association
1922	Northern Interscholastic Press Association (N. Dak.)
1922	Indiana High School Press Association
1922	South Dakota High School Press Association
1923	Missouri Interscholastic Press Association
1923	Texas High School Press Association

1924 Columbia Scholastic Press Association
192 Illinois State High School Press Association
1925 Southern Interscholastic Press Association
1926 Quill and Scroll Society
1927 United High School Press Association (W. Va.)
1928 Arkansas High School Press Association
1928 Interscholastic League Press Conference (Texas)
1928 Georgia Scholastic Press Association
1931 Catholic School Press Association
1931 San Joaquin Valley Scholastic Press Association
1931 Alabama High School Press Association
1936 St. Bonaventure High School Journalism Association
1937 Empire State School Press Association
1937 North Carolina Scholastic Press Association
1938 Northeastern Ohio Scholastic Press Association
1940 Northwest Ohio District Journalism Association
1945 Mississippi Scholastic Press Association
1946 North Central Michigan Press Association
1946 Florida Scholastic Press Association
1946 Maryland Scholastic Press Advisers Association
1947 Central New York State School Press Association
1947 Wyoming High School Press Association
1950 Wisconsin Chipewa Valley School Press Association
1950 Southern Illinois School Press Association
1950 Central Texas High School Press Association
1954 Central Valley (Calif.) Scholastic Journalism Association
1955 Eastern Indiana Division
1957 Southwestern Council of Student Publications (Texas)
1958 Detroit Student Press Association
1960 Northern Illinois School Press Association
1962 Delaware Valley Scholastic Press Association
1962 Pioneer Valley Press Conference
1963 Utah State Press
1963 East Bay High School Press Association
1964 Interscholastic Press Association (Calif.)
1966 Eastern Illinois High School Press Association

(Corrections or additions are welcomed.)

COURSES WHICH SHOULD BE REQUIRED FOR CERTIFICATION OF SENIOR HIGH SCHOOL ENGLISH TEACHERS

A Quill and Scroll Study, 1969
By Laurence R. Campbell, Director

1. Introduction

Early in 1969 English departments in four-year colleges and universities in some western states were invited to:

1) Report the college courses in the area of communication which they regarded as among the twelve most important for English majors to take to qualify for certification.

2) Rate a number of courses in this area.

These institutions were in these states:

Arizona	Nevada	Wyoming
Colorado	New Mexico	
Idaho	Utah	
Montana	Washington	

Responses were received from these institutions:

Arizona State University	Portland State College
University of Arizona	University of Portland
Colorado State University	Linfield College
Temple Buell College	College of Southern Utah
Western State (Colo.) Col.	University of Oregon
University of Idaho	Whitworth College
Montana State University	Seattle University
College of the Southwest	Eastern Washington State College
Oregon State College	

2. Purpose

The inquiry had two purposes:

1) To determine in general what college and university English departments recommend in the area of communication.

2) To determine whether there was any disposition to recognize the need for preparation in the area of mass media.

It is not the intent of the inquiry to make any sweeping generalizations on the basis of this limited inquiry. It is hoped that this summary may stimulate interest among English teachers in colleges and universities which stress teacher education. Senior high school teachers in the broad area of communication also may be interested.

3. Twelve Most Important Courses in Broad Area

Participants were invited to examine a list of nearly fifty course areas, including several in speech and several in journalism. The list did not include education courses in the teaching of reading, teaching of writing, teaching of literature, or others concerned with the teaching of communication. At the outset these details should be noted:

1) Some of the literature courses actually would take two semesters or three quarters.

2) Some of the courses listed obviously did not fit departmental patterns to which participants were accustomed:

Here is the list of the twelve top courses and the "vote" for each:

American literature - survey, introduction	13
Exposition beyond freshman English	12
History - origin, development of English	12
English literature - survey, introduction	11
Structure of language	10
Grammar - traditional, transformational, generative	10
English literature - 20th Century	7
World literature - survey, introduction	7
English literature - 19th Century	6
Basic speech, oral interpretation	6
American literature - specific periods	5
Classical literature - survey, introduction	5

Since authors were not listed, it is possible that participants may have wished to stress Shakespeare, Chaucer, Milton, Browning, or some other specific writer. There was some evidence of interest in a course in theory, analysis, and criticism of literature. Several suggested a course in literature for young people.

A quick summary indicates that:

1) Seven of these courses are in literature
2) Three are in language
3) One is in written communication
4) One is in spoken communication

To be precise, the emphasis on literature actually is greater since several would take more than one quarter or one semester. Actually English department teachers seldom care to teach other courses than literature. Indeed, often they are not qualified to do so. Some also qualify for teaching language and linguistic courses, but they are not always successful in making clear the relevance of such courses in high school teaching - although they are relevant.

Only two courses directly concern the high school student as a communicator - exposition beyond freshman English - and fundamental in speech or oral interpretation. These questions may be asked:

1) What is freshman composition? Certainly the objectives, methods, content of such courses not only differ from one campus to another but within courses of the same title on the same campus.

Indeed, there probably is a real need for proof that these courses are even worth taking.

2) Why is exposition the only route for the writer? Certainly there is no solid proof that such a course invariably should serve as the one gateway through which all English teachers must go regardless of background, interest, ability.

3) Why is one speech course enough? Teachers called upon to interpret both poetry and prose as well as to guide teenagers in speech development certainly get scant help if they are limited to a basic course for prospective non-teachers as well as prospective teachers.

4. Courses in Writing

Participants were invited to rate the importance of fourteen courses in written communication by cricling one of these figures:

5 - encourage students strongly (to enroll)
4 - encourage students moderately
3 - neither encourage nor discourage
2 - discourage moderately
1 - discourage strongly

Each subject was scored on the basis indicated. Exposition beyond freshman English, for example, was scored thus:

12 participants	gave a score of	5	to make a total of	60
1 participant	gave a score of	4	to make a total of	4
1 participant	gave a score of	3	to make a total of	3
3 participants	gave a score of	1	to make a total of	3
			Total score	70

Each course was rated, graded, or scored on this basis. Here are the scores for each course:

Exposition beyond freshman English	72
Critical writing	60
Creative writing - fiction	59
Argumentation	54
Rhetorical theory	54
Creative writing - poetry	53
Feature articles for printed media	47
Creative writing (non-fiction)	47
Editorials, columns, reviews	46
Newswriting	46
Narration beyond freshman English	44
Broadcast writing	41
Technical writing	39
Description beyond freshman English	37

Comments

1) Emphasis is on theoretical, academic, or creative aspects of writing.

2) Emphasis is on writing kinds of content which typical adults do not read in mass media or use regularly.

3) Emphasis is not on the kinds of writing typical adults may read almost daily - written news; broadcast news; editorials, columns, and reviews; feature articles; technical reports.

The majority of teenagers will not engage in creative writing or in academic writing when they become adults.

4. Courses in Language

Here are the scores for this area:

Grammar - traditional, transformational, generative	66
History - origin and development of English	64
Structure of language	62
Sounds of English	42
Dialects in the United States	42

Comments:

Whereas grammar is listed first in this series, participants in choosing the top twelve courses rated the history of English. As the scores show, the three top courses received no significant difference in emphasis. At the same time it should be noted that beginning English teachers may not be sure on how to apply what they learn in these subjects.

5. Courses in Literature

Here are the scores for this area:

American literature - survey, introduction	72
English literature - survey, introduction	69
World literature - survey, introduction	64
Classical literature - survey, introduction	60
English literature - 20th Century	60
American literature - specific periods	59
English literature - 16th Century and before	58
English literature - 17th-18th Centuries	57
English literature - 19th Century	57
English literature - specific authors	56
American literature - specifi authors	56

English literature - specific periods	54
American literature - specific forms	47
English literature - specific forms	38

Comments:

1) The central interest is instruction in literature, that is, in what to read. It would be worthwhile, of course, to know whether students know how to read what they are asked to read. It is doubtful whether all senior high school students are ready to read what college professors think they should read.

2) There appears to be general agreement that English teachers need basic courses in English, American, and world literature, although it is doubtful whether certification requirements give as much emphasis to world literature.

3) There appears to be general agreement that advanced courses in great authors, significant periods, or literary forms are needed. As reported before interest also was expressed in courses in Shakespeare; literature for young people; the theory, analysis, and criticism of literature.

4) It is probable that a comprehensive course in world literature probably would include some of the classical literature.

A study of certification regulations may reveal the fact that English teachers generally are better prepared in literature written in English than in other literature, that they may know little of the literature of religion, that their background in the other humanities often is unimpressive.

6. Courses in Oral Communication

Courses in speech were rated thus:

Discussion and debate	57
Oral interpretation - poetry	52
Oral interpretation - prose	44
Theatre	43
Oral interpretation - drama	37

Comments:

1) Limited interest in oral communication is evident in these answers. There seems to be little interest in requiring more than one basic course in speech for certification.

2) Since human beings engage in oral communication more than they do in written communication, it is doubtful whether a single course in speech is adequate.

7. Courses in Mass Media

Courses in mass media were rated thus:

Mass media in free and closed societies	65
Communication theory, process, effects	47
Censorship	47
History of mass media	43

Comments:

1) Though one of the courses scored 65, it still was not listed among the top twelve courses.

2) Since the three other courses would cover freedom of communication, it is odd that so much interest would be given to a specialized course in censorship.

One comment was this: "These are undoubtedly important, but the content of such courses could be learned through self-study of contemporary communication." On the same basis it may be suggested that everyone by self-study of weather can become a meteorologist. Yet if literature in required courses is so effective, why cannot the beginner - who already knows English as a language - engage in this form of self-study.

In any event, despite the impact of mass media on contemporary life, the consensus here is that English teachers have no responsibility for helping teenagers to be as discerning and discriminating in the use of mass media to which they are exposed every day as they are to literature to which their exposure will be substantially less.

8. Conclusions

On the basis of this small sample it is possible only to make these observations:

1) The preparation of senior high school English teachers in the region under consideration is literature-centered instead of communication-centered.

2) The emphasis on language and linguistics probably is greater than it was a decade ago.

3) The emphasis on both oral communication and written communication is inadequate.

4) The failure to require all teachers certified to teach English to study contemporary mass media in open and closed societies indicates that departments generally are neglecting a vital need.

5) The tendency to be almost wholly concerned with the role of high school English as a means of teaching teenagers to "like literature" gives an imbalance in preparation.

This study does attempt to examine the required courses in education, but it is fair to ask whether the majors now being prepared to teach English know enough. If they meet certification requirements in your state, do you have any assurance that they have more than a casual awareness of the meaning of such terms as:

1) Educational media - their use in English teaching
2) Public relations - internal and external
3) The teacher in the program of co-curricular activities
4) The teacher and the counseling program
5) The English teachers and standard tests and measurements
6) The English teacher and adolescent psychology
7) The English teacher as a publication adviser
8) The English teacher as a coach for debate or dramatics
9) The English teacher as a teacher of reading
10) The English teacher and the disadvantaged student

The total role of the English teacher in secondary schools requires an awareness of the foregoing aspects of teaching. At present many English teachers assume that they are prepared if they have taken eight or ten literature courses. This is not a satisfactory assumption.

OFFICIAL TOPICS ON CONFERENCE PROGRAMS OF ENGLISH TEACHERS IN THE ROCKY MOUNTAINS, PACIFIC COAST, ALASKA, AND HAWAII

A Quill and Scroll Study, 1969

By Laurence R. Campbell, Director

1. Introduction

Late in January, 1969, Quill and Scroll Studies mailed a one-page inquiry to associations of English teachers in the Rocky Mountains, Pacific Coast, Hawaii, and Alaska. Responses were received from the seven states listed below, in two of which two associations replied.

Arizona	Nevada
Hawaii (2)	New Mexico
Idaho	Utah (2)
Montana	

2. Purpose

This inquiry had two purposes. Hence, it raised these two questions:

1) Do English teachers in general have any responsibility to become informed about mass media and kindred phenomena?

   It may be noted that certification requirements and degree requirements for English teachers seldom require any understanding of the role, scope, structure, support, or responsibilities of mass media to which teenagers are exposed daily.

2) Do English teachers in general feel that they have any responsibility to specialists in journalism and speech who often also are English teachers in terms of providing topics in their conferences of special interest to these minorities?

   (Quill and Scroll Studies in other studies has shown that two-thirds or more of the student newspaper advisers are certified in English.)

   Two associations noted that there were separate journalism associations in their state. One noted that there was a separate association for speech teachers. Such provisions, of course, may or may not provide the basis on which English teachers ignore spoken communication or mass media.

3. Speaking Activities

Conference topics dealt with these topics to the extent reported here:

Oral interpretation	4	Interviewing	1
Dramatics	2	Parliamentary law	0
Debates, discussions	2	Speech therapy	0
Choric speaking	1	Other similar topics	0
Panels	1		

4. Writing Activities

Conference topics dealt with these writing activities to the extent reported:

Creative writing	7	Fiction writing	2
Exposition	6	Other writing	1
Poetry writing	6	Reviews	0
Sentences	5	Technical reports	0
Paragraphs	5	News writing	0
Essays	4	Editorials, columns	0
Narratives	3	Feature articles	0
Description	3	Minutes of meetings	0

Journalism topics are covered in advisers' associations in two instances.

5. Reading Activities

Conference topics dealt with these reading activities:

Teaching reading	7	Literacy	1
Paperbound books	6	Negro literature	1
American literature	3	Newspapers	1
World literature	3	Readability	0
British literature	2	Technical reports	0
Regional literature	2	Periodicals	0
Contemporary literature	2		

6. Television, Radio, Movies

Conference topics dealt with radio, television, and movies to the extent reported:

Viewing motion pictures	5	Listening to records, tapes	5
Viewing television	5	Listening to radio	1

7. Communication

Conference topics dealt with communication to the extent reported:

Grammar	7	Communication research	3
Semantics	4	History of language	2
Communication theory	4	Language research	2

8. Other Topics

Conference topics dealt with other topics to the extent reported:

Teaching English	8	Team teaching in English	3
Curriculum trends	8	Co-curricular activities	2
Educational media	6		
Humanities and English	4		

Play production	2	English for vocationally oriented	1
Teaching speech	2	Teaching journalism	0
Library standards, content	2	Student publications	0
English for college-bound	1	Tests, guidance	0
		Organization policies	0

9. Conclusions

Actually Quill and Scroll Studies has no intention of making sweeping generalizations on the basis of this limited sample. At the same time those whose professional interest impelled them to participate may be curious about the findings. Hence, this summary is provided for those who may be interested in stimulating professional growth.

So far as the questions raised in the statement of purpose are concerned, it seems fairly apparent that the answer in both instances is "no," although not a unanimous "no."

Quill and Scroll Studies takes this occasion again to express its gratitude to those who took valuable time to cooperate in this modest inquiry.

QUILL AND SCROLL STUDIES
(Studies are by Laurence R. Campbell, Director, unless otherwise indicated)

1966 "Problems of Newspaper Advisers in Six Southeastern States," Quill and Scroll, November-December, 1966.

1967 "Journalism Activities in Kentucky Public and Nonpublic High Schools," Dr. Robert Murphy and Dr. Laurence R. Campbell.

1967 "Measuring the Readability of High School Newspapers," Dr. George R. Klare and Dr. Laurence R. Campbell, printed publication may be obtained from Quill and Scroll Foundation.

1967 "The Role, Beginnings, Membership, and Services of High School Press Associations in the United State." (See School Press Review, December, 1968, for summary.)

1967 "Media Habits and Attitudes toward Media of Colorado High School Students." Dr. James R. Hickey and Dr. James E. Brinton of the University of Colorado.

1967 List of dates of early high school publications in New York State, Esspa Newsletter, 1967-1968: Number 1.

1967 "Wilmington High Paper Dates Back to 1861," Illinois High School Journalist, February, 1967, pp. 1, 4.

1967 "Connecticut's First School Newspaper," School Press Review, June, 1967, p. 5.

1967 "Take a Long Look at Yearbook Contracts," Quill and Scroll, April-May, 1967, pp. 28-31.

1968 "The High School Newspaper as a Medium of Goodwill."

1968 "Early Student Publications Found in Maine, New Hampshire, Vermont," School Press Review, May, 1968.

1968 "Five Factors in the Success of High School Newspapers," 123 pp.

1969 "Business Policies and Procedures of High School Newspapers," 204 pp. (Limited number of copies available at Quill and Scroll Foundation, University of Iowa, Iowa City, Iowa, $2.25.

1969 "Measure the Content of Your High School Newspaper."

1969 "Journalism Programs in Middle West High Schools."

1969 "What High School Students Read in Hometown Daily Newspapers."

1969 "Teenagers' Attitudes Toward the First Amendment."

1969 "Teenagers' Attitudes Toward the Hometown Daily Newspaper."

1969 "Teenagers' Media Habits."

1970 "The Human Equation and the School Newspaper."

1970 "Student Press Copes with High School Unrest."

1970 "What They Read Yesterday and Why," Dr. James R. Hickey.

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